DOCUMENT RESUME

ED 050 663 HE 002 115

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TITLE A Four-Year Survey of DePaul University's School of Education Master Degree Graduates from 1966 through 1969. First Interim Report.
INSTITUTION De Paul Univ., Chicago, Ill. School of Education.
PUB DATE 70
NOTE 24p.; Graduate Programs Office

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS *Education Courses, *Graduate Students, *Higher Education, *Masters Degrees, *Student Characteristics
IDENTIFIERS *De Paul University School of Education

ABSTRACT

This study identified the characteristics of 456 of the 524 students who were granted a master's degree by the School of Education of De Paul University from 1966 through 1969 in one of the following 9 areas: business education; curriculum directorship; elementary education; guidance and counseling; reading; school administration; and secondary education. Information was obtained and analyzed for the following characteristics: (1) birthplace; (2) undergraduate education; (3) residence; (4) undergraduate degree; (5) admission status; (6) gradepoint average entering the program; (7) age beginning graduate study; (8) area of specialization; (9) degree granted; (10) gradepoint average completing graduate study; (11) age concluding degree requirements; (12) time consumed to complete degree requirements; and (13) Graduate Record Examination scores. (AF)

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A FOUR-YEAR SURVEY OF DEPAUL UNIVERSITY'S SCHOOL OF EDUCATION MASTER DEGREE GRADUATES FROM 1966 THROUGH 1969

By

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FIRST INTERIM REPORT

GRADUATE PROGRAMS OFFICE

SUMMER QUARTER, 1970

HE002 115

A FOUR-YEAR SURVEY OF DEPAUL UNIVERSITY'S SCHOOL OF EDUCATION MASTER DEGREE GRADUATES FROM 1966 THROUGH 1969

Introduction

The express purpose of this study represents an attempt to identify certain attributes peculiar to graduate students who received their Master's degrees from DePaul University's School of Education from 1966 through 1969.

It is essential that such a study be initiated so as to provide a foundational basis for clarification of inferences or deductions as might be drawn by casual observers.

Graduate education, wherever administered, should be subject to a continuous and comprehensive appraisal. Only in this manner can the quality of a program be judged adequately. It is one thing to define the purpose of a graduate education program; it is another thing to determine the validity of such definitions.

Ideally, follow-up studies on a year-to-year basis relative to the administration, organization and supervision of graduate education are indeed necessary, if an institution of higher education is to retain a reputable professional status.

The Problem

The current study is concerned with identifying varied characteristics peculiar to graduate students who completed the requirements toward a Master's degree in one of the following areas:

1. Business education.
2. Curriculum directorship.
3. Elementary education.
4. Guidance and counseling.
5. Reading.
6. School administration.
7. Secondary education.

The characteristics to be identified included the following: 1) Birthplace; 2) Residence; 3) Undergraduate education; 4) Undergraduate degree; 5) Admission status; 6) Grade point average entering the program; 7) Age beginning graduate study; 8) Area of specialization; 9) Degree granted; 10) Grade point average completing graduate study; 11) Age concluding degree requirements; 12) Time consumed to complete degree requirements and 13) Graduate Record Examination scores.

Sampling Population

This study consisted of 456 or 87 per cent of the 524 students granted Master's degrees by the School of Education from 1966 through 1969.

Of the 456 graduate students, 192 were men and 264 were women. The sampling may be considered representative of Master degree graduates of the School of Education.

Source of Data

All data utilized in this study were secured from the official transcripts of each student as prepared by the Office of the Registrar. In some cases where the information was incomplete, the transcripts were eliminated from the study. This procedure accounted for some 13 per cent, or 68 of the official transcripts not being used for interpretative purposes.

Treatment of Data

Birthplace

The School of Education caters primarily to students who have been born in Chicago, Illinois. Of every 10 graduate students admitted to the School of Education, 6 have been born in the city of Chicago. If we add to this, the graduate students born in Illinois, but outside of the city of Chicago, we find 7 out of every 10 graduate students are natives of the state of Illinois.

Graduate students born in other states, or in a foreign country appear rather infrequently. Approximately, 1 out of every 10 graduate

students has been born in a foreign country and 2 out of every 10 began life in another state.

DePaul University's School of Education is basically oriented to citizens born in the city of Chicago. This high degree of concentration of students coming from the Chicago vicinity tends to suggest, relative to experiential background, the graduate student at DePaul may NOT be the recipient of an enriched or copious educational program due to the impact of inbreeding. Expressed another way, this might be akin to stating that the School of Education may be stimulating each student in an atmosphere enshrouding a "cultural bias." This "halo" effect may tend to obstruct a student from ever realizing the ultimate purpose and dignity of human living!

Residence

Approximately 65 per cent of the graduate students coming to the University commute directly from their homes. A lesser number, some 25 per cent, live in off-campus housing units. An estimated 10 per cent live in two residence halls operated by the University.

Undergraduate Education

The typical undergraduate applying for admission to the Graduate School of Education happens to be a graduate of De Paul University. If we include other Illinois colleges and universities, one might state that 7 out of every 10 students applying for admission to the Graduate School of Education at DePaul University were granted their baccalaureate degrees from Illinois institutions of higher education.

Occasionally, an undergraduate applying for admission to the Graduate School of Education will present official transcripts bearing the fact that he has been granted the bachelor's degree from a college or university located in another state, or a foreign country. This instance occurs in about 3 out of every 10 admission applications.

Undergraduate Degree

As may be noted in Figure 1, the degree most frequently earned by the undergraduate is the Bachelor of Arts and the runner-up being the Bachelor of Science. Other degrees granted the undergraduate are the Bachelor of Philosophy and the Bachelor of Music. A very small number of students, approximately 1 per cent, have already earned the Master's degree, but desire to specialize in another area.

Fig. 1 - Degrees Earned by the Undergraduate

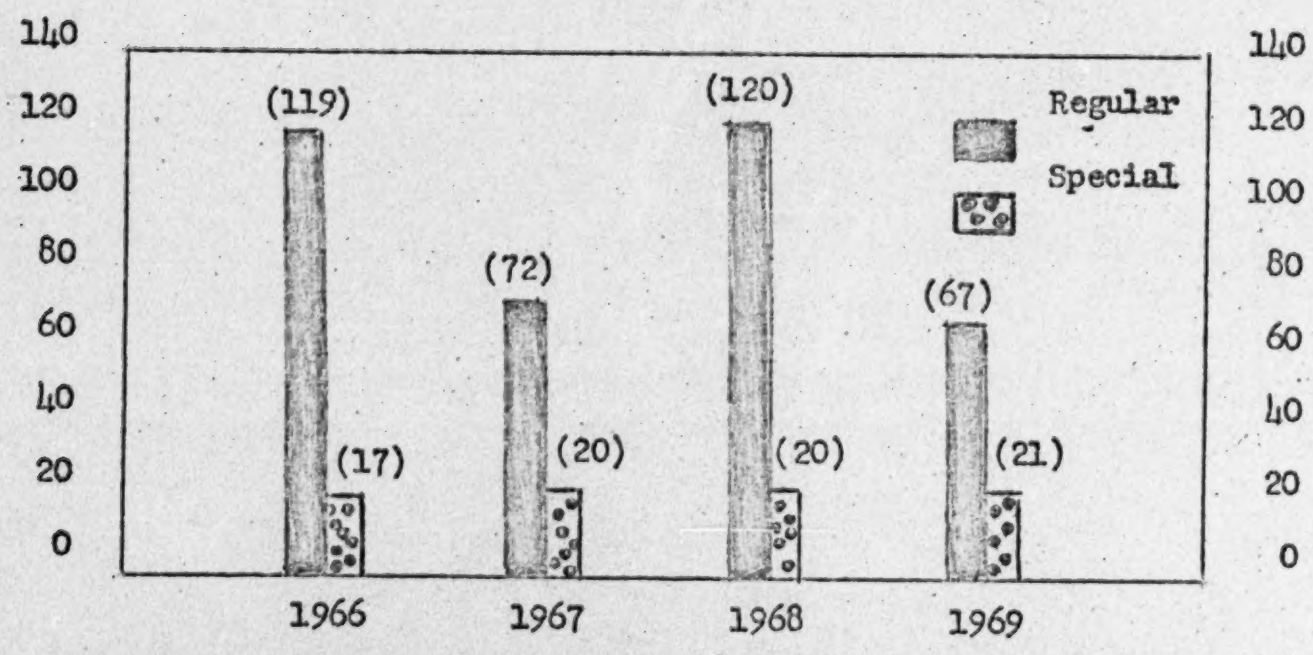
Degrees	1966	1967	1968	1969	Cumulative Total
BA	65	49	66	41	221
BS	54	44	61	49	208
BPh	2	2	3	3	10
BMus	2	3	3	3	11
MA	1	1	2	2	6
Total ..	124	99	135	98	456

Classification of Students

According to Figure 2, it may be noted that the number of graduate students admitted as a REGULAR student far exceeds those admitted as a SPECIAL student. The ratios extend from 3 to 1 in 1969 to a 6 to 1 in 1968. Almost identical ratios appear to prevail in 1967 and 1966, respectively. Data appears as follows:

Fig. 2 - Admission Status: Regular versus Special*

(N = 456)



**Regular student: Student has met all requirements and has been admitted to a degree program in the Graduate School of Education.*

**Special student: Student is interested in a degree program and is admitted provisionally until the requirements for regular student status have been completed. Or, student wants to pursue graduate study, but not a degree program.*

Grade Point Averages

In reviewing Figure 3, it is interesting to note that the mean grade point averages of the women for all four years (1966 - 1969) exceeded the mean grade point averages of the men when being admitted to the Graduate School of Education. These mean differences in the GPA's for the four-year period in favor of the women ranged from .26 to .19, respectively.

When combining all four years, the differences in the mean grade point average between the women and the men seemingly illustrated women exceeding the men. For example, combining the four years yielded a mean GPA of 2.92 for women and a mean GPA of 2.69 for men - a difference of .23 favoring women.

Upon completion of the Master's degree, we find that women again exceed men as to the mean GPA for each year studied. However, the gap noticeable when both sexes began their initial work has been reduced somewhat. Perhaps it takes the male sex a bit longer to achieve what the female grasps rather easily!

If we combine the GPA's for men and women, we find that the typical candidate on entering the Graduate School of Education possesses a mean GPA of 2.82 and upon completion of the program has obtained a mean GPA of 3.27.

If the GPA can be considered a rational index of intellectual endowment, or mental aptitude, women in the Graduate School of Education rank superior to men when comparing the sexes qualitatively.

Fig. 3 - Comparison of Grade Point Averages Beginning and Concluding the Master's Degree Program

X	GRADE POINT AVERAGE														
	1966			1967			1968			1969			Cumulative		
	N	B^1 Means	C^2 Means	N	B^1 Means	C^2 Means	N	B^1 Means	C^2 Means	N	B^1 Means	C^2 Means	N	B^1 Means	C^2 Means
Men	50	2.64	3.21	39	2.67	3.20	61	2.78	3.35	42	2.64	3.24	192	2.69	3.25
Women	80	2.90	3.25	50	2.89	3.22	78	3.03	3.36	56	2.83	3.33	264	2.92	3.29
Combined Men and Women	130	2.80	3.23	89	2.79	3.21	139	2.92	3.35	98	2.74	3.29	456	2.82	3.27

[1] *Grade point average at the beginning of the Master's degree program.*

[2] *Grade point average at the conclusion of the Master's degree program.*

The question occasionally asked relative to the grade point average is: "What relationship, if any, exists between the GPA at the beginning of a program and the resulting GPA when the student has completed the program?"

A partial, but not specific, answer is provided in Figure 4. Due to the lack of any uniform marking system within the graduate school, or any common understanding as to what a mark constitutes, the correlations revealed in Figure 4 merely express the relationship:

Fig. 4 - Relationship of Grade Point Averages:
Beginning and Concluding Program

	1966		1967		1968		1969	
X	r	Level*	r	Level*	r	Level*	r	Level*
GPA's vs. GPA's	.35	.05	.43	.001	.12	.1	.43	.001
Fisher's z coefficient (Mean) = r of .34								

*Level of significance for values of r.

The mean Pearson r for the four-year period under question relative to beginning GPA's versus concluding GPA's is expressed by r = .34. Relative to the predictive ability of this correlation, it possesses about a 5 per cent forecasting efficiency. This correlation tells us that it has little value for forecasting purposes.

Another approach in assessing the value of the grade point average might be to examine what happens if one student is permitted to take his course work at his leisure, or on a part-time basis, while another student holds rigidly to the normal course requirements and completes the work in a specified period of time. Will the former student acquire a higher grade point average than the latter?

For example, some students in the Graduate School of Education have taken but one year to complete the requirements for the Master's degree while others have taken from fifteen to twenty years. Is it possible that those students who follow the long range plan inevitably always acquire higher grades? Examining Figure 5, we may note that all correlations are negative and range from -.18 to -.26. For all practical purposes, the forecasting efficiency of such a correlation would be but 2 per cent - 98 per cent of the time you would be in error.

Fig. 5 - Relationship Between Years Taken to Complete the Master's Degree and Final Grade Point Average

1966			1967			1968			1969		
N	r	Level*	N	r	Level*	N	r	Level*	N	r	Level*
94	-.18	.1	60	-.21	.1	48	-.26	.1	70	-.19	.1
Fisher's z coefficient (Mean) = r of -.21											

* *Level of significance for values of r.*

Age Beginning Graduate Study

The age at which an individual may begin graduate study can tell a counselor a great deal about the prospective candidate. Social and emotional maturity, teaching experience, travel, membership in educational organizations, etc., are all part and parcel of aging.

What is the average age of the man or woman entering the Graduate School of Education? Figure 6 is presented at this point to answer some of our questions:

Fig. 6 - Age of Candidates Beginning Graduate Work

X	1966		1967		1968		1969		Cumulative	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Men	50	29.38	39	31.10	61	30.97	42	29.22	192	30.20
Women	80	31.31	50	33.61	78	33.62	56	31.91	264	32.56
Men and Women Combined	130	30.58	89	32.51	139	32.46	98	30.76	456	31.57
Range	130	20-53	89	20.47	139	20-60	98	22-53	456	20-60

In reviewing Figure 6, one may note that women according to the mean are +1.93, +2.51, +2.65 and +2.69 years older than men from the years 1966 through 1969, respectively. The typical male is estimated to be 30.20 years of age in beginning graduate work, while the female is 32.56 years of age. In other words, women at DePaul are typically older than

men by some 2.36 years when beginning the graduate program in the School of Education.

If we combine the mean ages of men and women, the typical graduate candidate about to begin his studies is 31.57 years of age. The Graduate School of Education at DePaul may be said to be dealing with a very mature individual when he applies for admission. Between 50 to 75 per cent of these individuals have had from 3 to 7 years of teaching experience in either public or private school systems.

An implication for the Graduate School of Education seems to unveil itself at this point. For example, should individuals who have had several years of satisfactory teaching experience be given the same program as those individuals with no teaching experience and who have just earned their baccalaureate? Certainly, the neophyte with no teaching experience can learn from the seasoned warrior, but must each enroll in identical courses? Will the experienced teacher be apt to gain any professional tips from the inexperienced teacher candidate?

The range of ages for the four years, namely, 1966 through 1969, illustrates that individuals were from 20 to 60 years of age. This means that some students began their graduate work at the age of 20, others started at the age of 60. What enables people of age 20 to work together with individuals who are 60 years old? Are there some common denominators at work in this chasm of age levels? Are individual differences increased or decreased with age differentials? Is there anything higher education may do about the matter?

Area of Specialization

In reviewing Figure 7, one may note the varied areas of specialization selected by the Master degree graduates:

Fig. 7 - Areas of Specialization: Master Degree Graduates

Area	1966	1967	1968	1969	Cumulative Total
School Administration	74	25	71	64	234
Guidance and Counseling	22	18	28	11	79
Elementary Education	10	13	15	31	69
Reading	11	14	5	11	41
Secondary Education	5	5	5	7	22
Business Education	3	0	6	1	10
Curriculum Directorship	0	0	0	1	1
Total	125	75	130	126	456

School administration appears to rank first in the order of importance, being chosen approximately three times more often than

Guidance and counseling which ranks second in importance. If we combine School administration and Guidance and counseling, we find an estimated 7 out of every 10 graduate students selecting these areas for a future professional career.

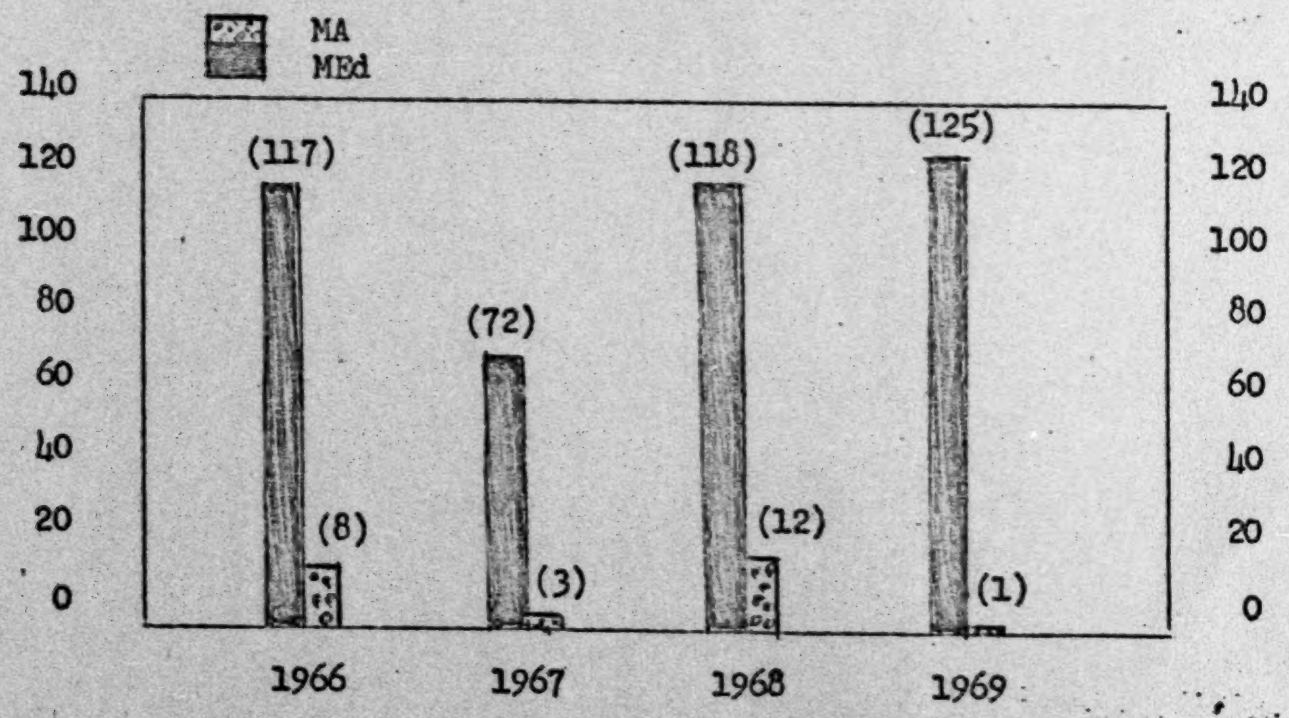
According to the graduate students electing areas of specialization, the least important career opportunities are Business education and the Curriculum directorship.

Degrees Granted

In reviewing Figure 8, it is interesting to observe that the Master of Education degree is considered to be of major importance to the student.

Fig. 8 - Comparison of Master's Degrees Granted

(N = 456)



Age Completing Graduate Work

Figure 9 indicates that the mean age of men completing the requirements for the Master's degree is slightly less than that of women, being 37.94 and 38.86, respectively. When we combine the mean ages of both sexes, we find that the typical graudate completes his studies by the age of 38.47. Rounded to a whole number, Master degree graduates are approximately 38 years of age. Occasionally, a student is granted the Master's degree at 23 or 60 years of age.

Fig. 9 - Age Completing Graduate Work

X	1966		1967		1968		1969		Cumulative	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Men	50	39.65	39	36.69	61	39.02	42	35.48	192	37.94
Women	80	39.01	50	45.68	78	37.29	56	34.76	264	38.86
Men and Women Combined	130	39.25	89	41.75	139	38.04	98	35.07	456	38.47
Range	130	24-57	89	23-60	139	25-58	98	25-55	456	23-60

In reviewing both Figures 6 and 9, we find some rather interesting patterns between men and women relative to their age differentials. For example, we find that men usually begin their graduate work at 30 years of age, whereas women begin at 33 years of age. Men conclude their work at 38 and women at 39 years of age.

The typical graduate student begins working on a Master's degree at 32 years of age and completes his work at the age of 38. What might this mean to a prospective candidate planning to pursue his Master's degree at the Graduate School of Education? Assuming that this candidate is faced with comparable problems as witnessed by the 456 graduates in this study, the candidate should contemplate an approximate six to eight year engagement.

Time Consumed Meeting Degree Requirements

According to the DePaul University Bulletin, the Graduate School, 1970-1972, under the topical heading of "The Master's Degree," page 29, we find: "The maximum time limit to complete all the degree requirements for the Master's degree is six calendar years from the date of admission. Students are strongly encouraged to complete their program of graduate study within a three year period. The Graduate School presumes that after six years a course may no longer be counted toward degree requirements because of obsolescence. Only two courses may be reinstated by examination."

Figure 10 presents some interesting data with respect to the statement just taken from the DePaul University Bulletin. One may note that from 1966 through 1969, men completing Master degree requirements took from 5.59 years in 1967 to 10.27 years in 1966. The average male graduate spent 7.74 years in achieving the Master's degree.

Women graduates on the other hand spent from 2.85 years in 1969 to 12.07 years in 1967 in earning the Master's degree. The typical woman graduate took some 6.31 years to complete all requirements.

Fig. 10 - Number of Years Taken to Complete Master Degree

X	1966		1967		1968		1969		Cumulative	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Men	50	10.27	39	5.59	61	8.05	42	6.26	192	7.74
Women	80	7.70	50	12.07	78	3.67	56	2.85	264	6.31
Men and Women Combined	130	8.69	89	9.23	139	5.59	98	4.31	456	6.91

Graduate Record Examination Scores

The Graduate Record Examination (GRE) is generally depicted as being a scholastic aptitude test used for preselection of college students at the master's or doctoral levels.

Since the School of Education has NO faculty approved policy relative to the use or purpose of this test on the graduate level, it should be abandoned as promptly as possible.

According to the DePaul University Bulletin, The Graduate School, 1970 - 1972, under the heading of: "Admission to Candidacy for the Master's Degree," page 50, one may note the following:

2. Student has taken Graduate Record Examination.

Hence, the Graduate School of Education has expressed a requirement - which all graduate students have to comply with prior to being admitted to candidacy.

A study of 39, or 30 per cent of the 1966 DePaul University, School of Education graduates, indicated that the group had a mean verbal score of 457 and a mean quantitative score of 436.

What might these scores mean to the counselor? If we take the graduate students and applicants tested in 1964-67 by Educational Testing Service, we might be able to draw some inferences. For example, a verbal score of 460 denotes that roughly 31 per cent will score less. In other words, 69 per cent of the students do better than this. If 30 per cent of the 1966 graduates of DePaul can be considered representative, we may suggest tentatively, that DePaul students apparently rank in the lower third of the scaled verbal scores.

Quantitatively, a scaled score of 440 informs us that about 28 per cent of the graduates score less. On the other hand, roughly 72 per cent of graduate students achieve a higher scaled score than 440. Since the DePaul graduate obtained a mean scaled quantitative score of 436, one may assume that our graduates seemingly cluster about the lowest quarter of scaled scores.

The writer was interested in discerning how well the GRE might correlate with grade point averages. Since our students of 1966 did not fare so well when compared nationally, we would thus expect them to make somewhat equivalent grade point averages. The correlation between GPA and verbal scores of the 39 graduate students of 1966 revealed an $r = (-0.039)$, level of significance being $< .1$. The correlation between GPA and quantitative scores of the 39 graduate students revealed an $r = (0.036)$, level of significance being $< .1$.

According to the correlations between the grade point averages and the verbal and quantitative aspects of the aptitude test (GRE), one may conclude that no significant relationship exists whatsoever. As a matter of fact, the grade point averages of the 1966 class showed a definite increase in each case after concluding the Master's program. For example, the men showed initially a GPA of 2.64 and upon completion the GPA jumped to 3.21; the women began at 2.90 and ended with a GPA of 3.25. Combining both sexes, we find the typical student beginning the program with a GPA of 2.80 and terminating his work with a GPA of 3.23.

If the Graduate Record Examination is truly valid as well as reliable and if our 1966 graduate students had been in the middle, or upper quartiles of the scaled scores on the aptitude test, all of our 39 graduates might have earned straight "A's."

The Graduate Record Examination is a useless appendage as it is required by the School of Education at the present. It serves no useful purpose. It is recommended that it be abandoned.

The faculty of the School of Education should decide more precisely and spell out in writing what prerequisites should be necessary for all graduate students to satisfy prior to applying for "Admission To Candidacy For The Master's Degree."

Profile of Master Degree Graduate

As a brief review of the data presented thus far, the following page suggests a possible profile of the Master degree graduate. These are the characteristics peculiar to the School of Education graduate.

A Profile of the Typical DePaul University, School of Education, Master Degree Graduate

BIRTHPLACE: Chicago, Illinois

RESIDENCE: Illinois

CLASSIFICATION: Regular Student

UNDERGRADUATE EDUCATION: DePaul University

CONCLUDING GRADE POINT AVERAGE: 3.27

UNDERGRADUATE DEGREE: Bachelor of Arts

BEGINNING GRADE POINT AVERAGE: 2.82

AGE-BEGINNING MASTERS: 32

AGE-COMPLETING MASTERS: 38

DEGREE CONFERRED: Master of Education

YEARS TAKEN TO COMPLETE DEGREE REQUIREMENTS: 7

AREA OF SPECIALIZATION: School Administration

SEX: Woman

Conclusions

A summary of the conclusions reached in this study is herewith presented:

1. The birthplace of the majority of the Master degree students is Chicago, Illinois. If we include those individuals reared outside of Chicago, but in the state of Illinois, we find 7 out of every 10 born in Illinois.
2. Relative to the residence of the Master degree student, we find slightly less than 7 out of every 10 coming directly from their homes. DePaul University on the graduate level is generally characterized as a "commuter school."
3. The majority of graduate students applying for admission to the Graduate School of Education have taken their undergraduate work at DePaul University. If we add to this, students who have taken the baccalaureate at other colleges and universities in the state of Illinois, approximately 7 of 10 have completed their undergraduate preparation in Illinois.
4. The most frequently mentioned baccalaureate is the Bachelor of Arts. Second in importance is the Bachelor of Science.

5. Candidates applying for admission to the Graduate School of Education are basically accepted as regular students. These are students who have met all requirements and have been admitted to a degree program.
6. The grade point averages of women for each of the four years studied exceed the grade point averages of men for the same period of time.
7. The relationship between the grade point averages at the beginning and the conclusion of the Master degree program displays a mean r of .34. This is a positive relationship, but too low for accurate forecasting purposes.
8. The relationship between time taken to complete the Master's degree and the final grade point average of the student resulted in a negative r of .21. This is of little importance in predictive situations.
9. The age at which candidates begin their work toward a Master's degree shows men having a mean age of 30 and women at 33. The range indicates that we have some individuals beginning at ages 20 and 60.
10. The most important area of concentration pursued by the graduate student is School Administration. The least important area is the Curriculum Directorship.
11. Of degrees granted from 1966 - 1969, the most conspicuous is the Master of Education. Only occasionally is the Master of Arts conferred.

12. *The average Master degree graduate, if a man, completes his work at the age of 38; women complete their work at the age of 39. A few students complete the first professional degree at 23 and 60 years of age.*

13. *Candidates planning to take their first professional degree at DePaul University's Graduate School of Education should plan the engagement to last from six to eight years.*

14. *The Graduate Record Examination, until defined in terms of purposes to be served, should be eliminated. The correlations between the verbal - quantitative sections of the aptitude test versus the grade point averages show no meaningful relationships.*